DOCUMENT RESUME

ED 183 932 CE 024 615

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TITLE Preliminary Development of an Effective Work Competencies Guidance/Instruction System.
PUB DATE 9 Apr 80
NOTE 18p.; Appendix C will not reproduce well to to poor print quality. Presented at the American Educational Research Association Annual Meeting (April 9, 1980, Boston, MA).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Affective Behavior; Affective Measures; *Career Counseling; *Disadvantaged Youth; Individualized Instruction; *Instructional Development; *Job Skills; Vocational Education; *Work Attitudes
IDENTIFIERS Affective Work Competencies Inventory

ABSTRACT

Using a population of 126 disadvantaged youth enrolled in Comprehensive Employment and Training Act (CETA) programs, the goal of a study was to develop an instructional model and guidance system based on critical affective work competencies previously identified by Kazanas and others. Participants were carefully reviewed with respect to a number of variables including background, aptitude, attitude, and ability prior to the development of an individualized training format for each student. A profile feedback system was designed and utilized to provide inventory results and guidance information for each participant and counselor. Three of the seven participating CETA sites were selected to utilize each of two critical affective work competency modules: the Pleasant/Orderly/Cheerful module and the Neat/Orderly/Personal Appearance/Manner module. The remaining site served as a control group. Pre- and post-test scores on the Affective Work Competencies Inventory (AWCI) were subjected to multiple regression procedures. Since both module treatments produced results significant at the .001 level, it was concluded that for the disadvantaged youths studied, awareness of desirable work habits, attitudes, and values was significantly higher than for those who had not completed the Affective Work Competencies training module. Utilization of Competency-Evaluation Profile, a computer printout feedback form, was also shown to provide supplemental career guidance for those completing the AWCI. A copy of the AWCI is appended. (MEK)

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Preliminary Development Of An Affective Work Competencies Guidance/Instruction System

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ANNUAL MEETING

Boston, Massachusetts

April 9, 1980

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INTRODUCTION

With advancing technology, the occupational structure of our society is changing from that of producing goods to that of providing services. As a result, machines are completing many of the psychomotor activities (tasks) once performed by the worker and an increasing number of workers are providing services for other people or machines. With this occupational shift the presently prepared worker is finding an earlier obsolescence of specific job skills or knowledge and a work environment where work values, work habits, and work attitudes have become the criteria for job survival (Kazanas and Beach, 1978).

Identify

A previous investigation was conducted to obtain information about the behavior and characteristics of working individuals (Kazanas, et. al., 1978). This initial study identified the work habits, work values, or work attitudes (affective work competencies) that are considered desirable and important by industry or educators.

Table I is a summary portion of the affective characteristics compiled by this research.

TABLE I
AFFECTIVE WORK COMPETENCIES (AWC)
LISTED BY INDUSTRY AND EDUCATORS*

1. Punctual	22. Careful	43. Creative
2. Cooperative	23. Cheerful	44. Considerate
3. Capable	24. Enthusiastic	45. Speedy
4. Follows directions	25. Independent	46. Influence
5. Responsible	26. Quality of work	47. Orderly
6. Emotionally stable	27. Intelligent	48. Patient
7. Initiative	28. Personal appearance	49. Poise
8. Honest	29. Alert	50. Interested
9. Dependable	30. Devoted	51. Curious
10. Helpful	31. Recognition	52. Forceful
11. Loyal	32. Leadership potential	53. Active
12. Adaptable	33. Courteous	54. Aware
13. Efficient	34. Pleasant	55. Resourceful
14. Ambitious	35. Responsive	56. Appreciative
15. Quality of work	36. Personality	57. Perceptive
16. Dedicated	37. Endurance	58. Achievement
17. Reliable	38. Tolerance	59. Compensation
18. Accurate	39. Shyness	60. Security
19. Persevering	40. Tender-mindedness	61. Variety
20. Judgement	41. Overall Job performance	62. Working conditions
21. Concentrating	42. Healthy	63. Friendly

*AWC 1 through 31 were listed by both industry and educators (common)
AWC 32 through 41 were listed only by industry and
AWC 42 through 63 were listed only by educators

After the affective work competencies (AWC's) listed by industry and educators were identified (Table I), they were clustered according to their common elements. Research-team members used definitions and interpretations to categorize each characteristic. This classification resulted in the 15 clusters listed in Table II.

TABLE II
CLUSTERED AFFECTIVE WORK COMPETENCIES

1. Ambitious
2. Cooperative/Helpful
3. Adaptable/Resourceful
4. Considerate/Courteous
5. Independent/Initiating
6. Accurate/Quality of Work
7. Careful/Alert/Perceptive
8. Pleasant/Friendly/Cheerful
9. Responsive/Follow Directions
10. Emotionally Stable/Judgemental/Poised
11. Persevering/Patient/Enduring/Tolerant
12. Neat/Orderly/Personal Appearance/Manner
13. Dependable/Punctual/Reliable/Responsible
14. Efficient/Quantity of Work/Achieving/Speedy
15. Dedicated/Devoted/Honest/Loyal/Conscientious

Quantify

A sequential project, funded by the Research Coordinating Unit within the Missouri State Department of Elementary and Secondary Education, was designed to quantify the affective characteristics that successful workers possess. To objectively measure these characteristics, a unique evaluation instrument was prepared--Affective Work Competencies Inventory. On the premise that "people evaluate attitude in terms of behaviors", specific behavior/performances (criterion indicators) were selected for each competency cluster.

For example, criterion indicators were prepared for competency cluster Number 8 (Pleasant/Friendly/Cheerful) to delineate how often the student or worker:

a. smiles
b. greets others
c. speaks favorably
d. responds to greetings from others
e. encourages others
f. etc.

To partially determine the extent to which a person is Dependable/ Punctual/Reliable/Responsible (cluster Number 13), criterion indicators were prepared to measure the degree a student or worker:

a. completes assignments on time
b. meets deadlines
c. carries out instructions
d. begins work on time
e. etc.

A source pile of criterion indicators and their referent competency clusters were evaluated for content validity by a panel of experts (workers, educators, psychologists, and psychometricians). Initial instruments were prepared and pilot-tested. A version of the Affective Work Competencies Inventory (AWCI) is included in Appendix A.

To properly utilize the inventory, an occupational matrix was developed to include each of the different vocational and technical occupations represented in Missouri. After appropriate quasi-cluster sampling procedures had been completed, nine-thousand inventories were printed and administered to students, teachers, supervisors and workers; computer processing was utilized to perform a comprehensive date analysis of the participant responses (Beach, 1978). As part of this analysis, the AWCI scores collected from workers in 22 different occupations were normalized (resultant occupational indices are included as Appendix B). Just as the requisites of skill and knowledge are different among occupations, it was revealed that the affective characteristics workers possess also differ.* !!

SECTION I
PROBLEM AND GOAL

Although studies have alerted training programs to the need for attitudinal awarenesses, there has been a lack of consistent effort or standardized method for helping youth to develop these desirable attitudes and habits or to select preferable occupations in terms of the affective characteristics that are necessary.

To help CETA participants acquire the affective work competencies that have become essential for occupational success, and to provide them with career guidance and direction regarding the attitudes or habits that have become essential for successful employment in different occupations, it is necessary to assess the effectiveness and appropriateness of an 'attitudinal training and guidance' program by preparing, implementing and evaluating relevant instructional materials, profile and guidance procedures, and teaching strategies.

*Significant at the 0.0002 level

Accordingly, the goal of this project was to develop an instructional model and guidance system for helping economically disadvantaged youth more effectively prepare for successful employment.

SECTION II
PROJECT PREPARATIONS AND PROCEDURES

To develop appropriate curriculum materials and training procedures, it is initially necessary to identify population deficiencies and prerequisite competencies.

Proposal Objective Number 1

Identify the critical affect work competencies needed by youth participating in representative CETA programs.

Procedure

The Affective Work Competencies Inventory (AWCI) was administered to 30 CETA youth who were participants of a "Mobile Training Project" in Mexico, Missouri. Greatest 'mean deviations' were identified by comparing desirable affective characteristics these CETA youth already possessed (as measured by the AWCI) with the levels of desirable affective characteristics that successful workers possess.

The greatest 'mean deviations' occurred for Cluster 8 (Pleasant/Friendly/Cheerful) and Cluster 12 (Neat/Orderly/Personal Appearance/Manner).

Result

The 15 clustered affective work competencies (AWC's) were included as Table II in the Introduction. Several of the clusters are prerequisite for others. For example, in a training program it would perhaps be easier for a person to become Careful/Alert/Perceptive than it would be for him or her to become Dedicated/Devoted/Honest/Loyal/Conscientious. The AWCI data processing for this initial "need assessment" identified two critical AWC's. Coincidentally, these two competencies are the hierarchical prerequisites for other AWC's.

Proposal Objective Number 2

Prepare instructional materials and teaching procedures to facilitate the economically disadvantaged youth's acquisition of affective work competencies.

Procedure

Instructional materials and techniques that related to the selected affective work competencies were reviewed. CETA staff members and curriculum specialists were consulted regarding teaching procedures and instructional processes. A training/instruction analysis was made. Major considerations included: 1) CETA youth stratifications with regard to attitude, aptitude, and ability; 2) time limitations (short duration of project, printing or preparation times, treatment sessions, processing, etc.); 3) the availability of CETA staff willing to participate; 4) motivation elements, and; 5) scheduling or articulation.

Result

The selected training materials utilized individualized and self-paced instruction modules. The training modules were profusely illustrated: format for the Neat/Orderly/Personal Appearance/Manner module was similar to a comic book that included brief question and response portions; format for the Pleasant/Friendly/Cheerful module included key-concept cartoons and written exercise/activity portions.

Proposal Objective Number 3

Prepare a guidance and inventory evaluation-feedback procedure to assist youth in their career selection and vocational preparation.

Procedure

In a previous investigation (Beach, 1977) that utilized computer printouts to provide students with information regarding their examination performance, the results indicated that cognitive achievement for persons receiving comprehensive feedback (Competency/Evaluation Profiles*) was significantly better than that of students who received minimum feedback (traditional letter grade or score). Additionally, their attitudes toward the evaluation process were significantly better.

Result

With selected instruction strategies for this present research, Competency/Evaluation Profiles were also utilized (see Appendix C). For these selected strategies, AWCI feedback was provided so interpretation of the results might direct the student's attention to activities that would make up for deficiencies in his/her work habits, attitudes or values.

*Competency/Evaluation Profile: a form of feedback that consists of a unique document delineating the results of an AWCI-assessment. For this study the profile for each competency assessment consists of a computer printout that graphically displayed levels of affective competence the student possessed. The standardized level of competence held by successful workers within the appropriate occupational cluster was also shown on the profile.

Proposal Objective Number 4

As pilot instructional systems, use the developed curriculum materials at several randomly selected CETA sites.

Preface

Within the Balance of Missouri area, the CETA program site selected for this study was a six-county region based at Corder, Missouri. The treatment, post-test, and retention-test were given to select groups participating in Vocational Exploration sessions at Sedalia, Marshall, Warrensburg, Whiteman Air Force Base, Higginsville, Lexington, and Carrollton.

One of the seven sites was selected at random to serve as a control group. Three of the sites were selected at random to receive Treatment A (Pleasant/Friendly/Cheerful) and the remaining three sites received Treatment B (Neat/Orderly/Personal Appearance/Manner).

Procedure

At each site, before the training modules were distributed, project staff described the importance of having proper work habits and attitudes. Purposes of the training session and procedures for interpreting the AWCI scores were also discussed.

Initial Treatment. The participating youth studied their training modules and completed the instructional activities. Individuals with learning problems were assisted by project staff members or CETA supervisors.

Post-Test. When everyone in the group had finished their learning module, a modified version* of the Affective Work Competencies Inventory was administered.

Sequential Treatment. After the modules and inventories had been administered at all of the seven sites, the inventory responses were scored. Competency/Evaluation Profiles specifically delineating the results of the AWCI assessment were mailed to the project participants. Each Competency/Evaluation Profile graphically displayed the person's relative levels of affective competency.

The mean scores for the group and average levels of a successful worker were also shown on the profile.

*The reading level of the initial AWCI was evaluated by reading specialists. Terminology and sentence portions were carefully modified to accomodate the anticipated reading abilities of the CETA participants.

For each group, CETA supervisors and coordinators received composite Competency/Evaluation Profiles. The composite profile graphically depicted the group's relative competency levels (mean-score plots). The average score of all seven groups involved in the project and the levels of a successful worker were also shown on the profile.

The area coordinators or supervisors were responsible for visiting with each youth about the results of his/her AWCI assessment. By contrasting their own attitude profile with that of a successful worker (in the preferable occupation they'd selected on the AWCI), the project's participants were able to identify specific affective characteristics that needed improvement, or even whether or not the "match" with their selected occupation were realistic.

Retention Test. According to the project-proposal timeline, retention-testing for youth in each group was to occur during the week of August 21st. Unfortunately, the CETA summer program activities for the six-county region based at Corder had begun and finished several weeks ahead of this project's schedule. Consequently, it was unfeasible for all of the participants to be re-assembled for retention assessment (program funding and control had expired).

However, five youth enrolled in a continuing YCCIP were able to participate in the treatment, post-test, and retention test (Affective Work Competencies Inventory was re-administered to ascertain the retention level for each of the fifteen AWC's). The small sample size imposes a limitation for the competency-retention portion of this project.

SECTION III
PROJECT EVALUATION

Proposal Objective Number 5

Evaluate the pilot instructional systems to determine their effectiveness.

Youth responses on the Affective Work Competencies Inventory (modified version) were used for comparing the mean affective competency levels of the two treatment groups.

Statistical Analysis of the Post-Test Scores

The study did not lend itself to random assignment with equal numbers of subjects receiving each treatment. Consequently, to compensate for initial differences between groups, the statistical control of covariance was used. According to Borg and Gall (1971), the effect of the analysis of covariance is to make the groups equal with respect to one or more control variables (the Pearson correlation procedure was used to select covariates for the dependent variable).

For AWC 6 (Pleasant/Friendly/Cheerful), scores from the other clusters---except AWC's 2, 5, and 14 (for which the variable's correlation was too low)---were used as covariates. Results of the covariance-regression analysis for AWC 6 are included in Table III below.

TABLE III
RESULTS FROM ANALYSIS OF COVARIANCE FOR AWC 6:
PLEASANT/FRIENDLY/CHEERFUL

Source	df	SS	MS	F
Treatment A	12	20.89	1.74	9.80**
Error	85	15.10	0.17	
Corrected Total	97	35.99		

**Significant at the .001 level

Statistically, as measured by the Affective Work Competencies Inventory, the immediate achievement effect for youth utilizing the Pleasant/Friendly/Cheerful training module was very significant.

For AWC 12 (Neat/Orderly/Personal Appearance/Manner), scores from the other clusters---except AWC's 4, 8, and 13---were used as covariates. Results of the covariance-regression analysis for AWC 12 are included in Table IV below.

TABLE IV
RESULTS FROM ANALYSIS OF COVARIANCE FOR AWC 12:
NEAT/ORDERLY/PERSONAL APPEARANCE/MANNER

Source	df	SS	MS	F
Treatment B	12	38.93	3.24	14.02**
Error	85	19.67	0.23	
Corrected Total	97	48.61		

**Significant at the .001 level

Statistically, as measured by the Affective Work Competencies Inventory, the immediate achievement effect for youth utilizing the Neat/Orderly/Personal Appearance/Manner training module was extremely significant.

Statistical Analysis of the Retention-Test Scores

To accomodate severe sample size restriction (only 5 people completed the retention test), the nonparametric Wilcoxon signed-rank test was used to determine whether or not the post-test and retention-test scores differ significantly. Analysis results are included in Table V.

TABLE V
PRE-TEST AND RETENTION TEST AWCI SCORES USED FOR WILCOXON MATCHED-PAIRS SIGNED RANKS ANALYSIS

Case	Post-Test	Retention Test	Difference	Rank of Difference	Rank with Less Frequent Sign
1	363	460	97	5	
2	347	415	68	3	
3	382	464	82	4	
4	323	327	4	1	
5	379	443	64	2	
					T = 0*

*Significant at the .05 level

Data analysis reveals that differences between the post-test and retention-test AWCI scores are statistically significant (for probability at the .05 level, a critical T-value of 0 is required).*

Additionally, Table V illustrates that retention test scores were generally much higher than post-test AWCI scores. Perhaps inventory respondents had become more aware of the behaviors or performances that relate to affective work competencies.

Counselor Reaction to the Competency/Evaluation Profile

The study's participating counselors comprised a population sample that was too small to provide sufficient inferential-statistics data. However, descriptive information describing the benefits or significance of Competency/Evaluation Profiles and AWCI testing was gathered.

Their reactions were collected with a six-item rating sheet. The counselors circled numerals to represent responses for each information statement: a "1" represented complete disagreement and "6" meant complete agreement. The results are summarized in Table VI on the following page.

*As previously mentioned, the small sample size imposes a severe limitation for the competency-retention portion of this project.

TABLE VI
SUMMARY OF COUNSELOR REACTIONS TO THE
COMPETENCY/EVALUATION PROFILE AND AWCI ASSESSMENT

INFORMATION STATEMENTS	RESPONSE MEANS
1. The printouts were informative	5.7
2. The information was useful for identifying youth that needed additional assistance	5.3
3. The inventory results information helped me determine the areas where I needed to concentrate counseling efforts	4.4
4. Youth were eager to receive their computer printouts	5.3
5. I think the Competency/Evaluation Profiles provide valuable information about a youth's work habits and attitudes	5.7
6. The Competency/Evaluation Profiles provided supplemental information for the guidance, education, and career development of the participating youth	5.8

The data in Table VI indicate that counselor reactions were favorable toward the benefits or significance of Competency/Evaluation Profile Testing and the possible utilization of AWCI assessment results for career guidance.

SECTION IV
SUMMARY, FINDINGS, CONCLUSION AND IMPLICATIONS

Summary

The project's goal was to develop an instructional model and guidance system for helping economically disadvantaged youth more effectively prepare for successful employment. To achieve this goal, the following specific activities occurred:

1. Critical affective work competencies (Neat/Orderly/Personal Appearance/Manner and Pleasant/Friendly/Cheerful) were identified from data collected during a pilot administration of the Affective Work Competencies Inventory.

2. After thorough review of possible instructional procedures, and careful analysis of the project's participants (background, experience, aptitude, attitude, and ability, etc.), an individualized training format was selected. A profile-feedback system was designed, prepared and utilized to provide inventory results and guidance information for each of the project's participating youth and counselors.

3. Of the seven CETA sites participating in the study, three were selected at random to utilize the Pleasant/Friendly/Cheerful module and three were selected to use the Neat/Orderly/Personal Appearance/Manner training module. The remaining site served as the experimental control group.

4. For a post-test, the Affective Work Competencies Inventory was administered to each of the 126 project participants; multiple regression procedures were used for statistical analysis of the resulting data.

Summary of Findings

As reported in Section III, the immediate achievement effect (as measured by the AWCI) for youth utilizing the Pleasant/Friendly/Cheerful training module was statistically significant. Similarly, the immediate achievement effect for youth utilizing the Neat/Orderly/Personal Appearance/Manner training module was statistically significant.

Conclusion

To the extent that the sample population represents the total population, and to the extent that the findings are reliable and valid, the following conclusion may be drawn:

When economically disadvantaged youth complete an Affective Work Competencies training module, it should be expected that their awareness of desirable work habits, attitudes, and values will be significantly greater than it would be if they had not completed an Affective Work Competencies training module. Additionally, it should be expected that utilization of the Competency/Evaluation Profile as feedback information about their work attitudes and habits, will provide supplemental career guidance for persons completing the Affective Work Competencies Inventory.

Implications

Based on the findings and conclusions of this study, it is suggested that individualized training modules, evaluation, and feedback of evaluation information, may help economically disadvantaged youth enhance their affective work competencies.

The instruction modules and teaching procedures could be used: 1) as supplements attached to existing training programs, or 2) as the curriculum that would be incorporated for training sessions.

Possible applications for the Affective Work Competencies Inventory and the inventory results include the following:

1) AWC inventory information will help youth identify their achievements or deficiencies (Appendix C).

2) By specifically delineating a youth's affective characteristics, the Competency/Evaluation Profile provides information for supervisors and counselors when assisting youth with job selection.

3) AWCI results can aid the counselor in the evaluation of a youth's achievement.

4) The Competency/Evaluation Profile may be helpful as a record that could be utilized for employment purposes.

References

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APPENDIX A

AFFECTIVE WORK COMPETENCIES INVENTORY

by H. C. Kazanas and D. P. Beach

The purpose of this inventory is to obtain information about the behavior and characteristics of working individuals.

Your responses are strictly confidential (your name is *not* required on this inventory), please answer as truthfully and completely as possible each item in the inventory.

Directions: Circle the number that most nearly represents your work behavior. There are five choices that may be made for each statement:

1. Never 2. Seldom 3. Sometimes 4. Usually 5. Always

THERE ARE NO RIGHT OR WRONG ANSWERS. There is no time limit, but you should work as rapidly as possible. Please respond to every item in the inventory.

WHILE I'M AT WORK, I:	NEVER ALWAYS
1. Acquire new skills in order to advance on the job.	1 2 3 4 5
2. Help group members work together.	1 2 3 4 5
3. Make adjustments to avoid mistakes.	1 2 3 4 5
4. Make decisions without help.	1 2 3 4 5
5. Check my work for accuracy.	1 2 3 4 5
6. Greet others.	1 2 3 4 5
7. Follow step-by-step procedures as required.	1 2 3 4 5
8. Follow safety rules.	1 2 3 4 5
9. Leave workplace and equipment in good condition for others.	1 2 3 4 5
10. Control my temper.	1 2 3 4 5
11. Stay with boring tasks until completion.	1 2 3 4 5
12. Arrange equipment and materials.	1 2 3 4 5
13. Complete my work on time.	1 2 3 4 5
14. Systematically plan work activities.	1 2 3 4 5
15. Accept work assignments.	1 2 3 4 5
16. Push my work on to other workers.	1 2 3 4 5
17. Help others when there is a need.	1 2 3 4 5
18. Adapt to new circumstances.	1 2 3 4 5
19. Am reminded by others to begin work.	1 2 3 4 5
20. Recheck work after changes, corrections or additions.	1 2 3 4 5
21. Complain about my job.	1 2 3 4 5
22. Deviate from instructions.	1 2 3 4 5
23. Am inattentive on the job.	1 2 3 4 5
24. Interrupt others.	1 2 3 4 5
25. Face problems objectively.	1 2 3 4 5
26. Am impatient with co-workers who work slower than me.	1 2 3 4 5
27. Follow a daily schedule.	1 2 3 4 5
28. Carry out instructions.	1 2 3 4 5
29. Increase my rate of work to meet job requirements.	1 2 3 4 5
30. Avoid work.	1 2 3 4 5
31. Set personal work/job goals.	1 2 3 4 5
32. Participate in group activities.	1 2 3 4 5
33. Regulate activities in terms of available time.	1 2 3 4 5
34. Make decisions without help.	1 2 3 4 5
35. Try to eliminate errors.	1 2 3 4 5
36. Complain.	1 2 3 4 5
37. Follow regulations.	1 2 3 4 5
38. Ignore an unsafe workplace.	1 2 3 4 5
39. Disturb others who try to work.	1 2 3 4 5
40. Maintain an even temperament.	1 2 3 4 5
41. Complete work I start.	1 2 3 4 5
42. Plan my activities for the day.	1 2 3 4 5
43. Begin work on time.	1 2 3 4 5
44. Make suggestions about how to save time.	1 2 3 4 5
45. Lose interest in my work.	1 2 3 4 5
46. Set goals for self-improvement.	1 2 3 4 5
47. Involve new members into the workplace.	1 2 3 4 5
48. Adjust to various work situations.	1 2 3 4 5
49. Work without close supervision.	1 2 3 4 5
50. Maintain adequate and precise records.	1 2 3 4 5
51. Speak favorably about others.	1 2 3 4 5
52. Follow directions.	1 2 3 4 5
53. Utilize personal protective equipment/clothing.	1 2 3 4 5
54. Damage the property of others.	1 2 3 4 5
55. Get angry.	1 2 3 4 5
56. Make corrections without complaining.	1 2 3 4 5
57. Keep my work area clean.	1 2 3 4 5
58. Say that I will do something and then do not do it.	1 2 3 4 5
59. Make suggestions about how to save effort.	1 2 3 4 5
60. Gaze out the window or at the clock.	1 2 3 4 5
61. Accept new training.	1 2 3 4 5
62. Work well as a group member.	1 2 3 4 5
63. Adjust to new workers and supervisors.	1 2 3 4 5
64. Take steps to complete work without constant supervision.	1 2 3 4 5

Please continue on the back page

Grade or Occupation _____ Date _____

School or Firm _____ Address _____

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APPENDIX B

AWC CLUSTER

Figure 1 --- Occupational Cluster Indices

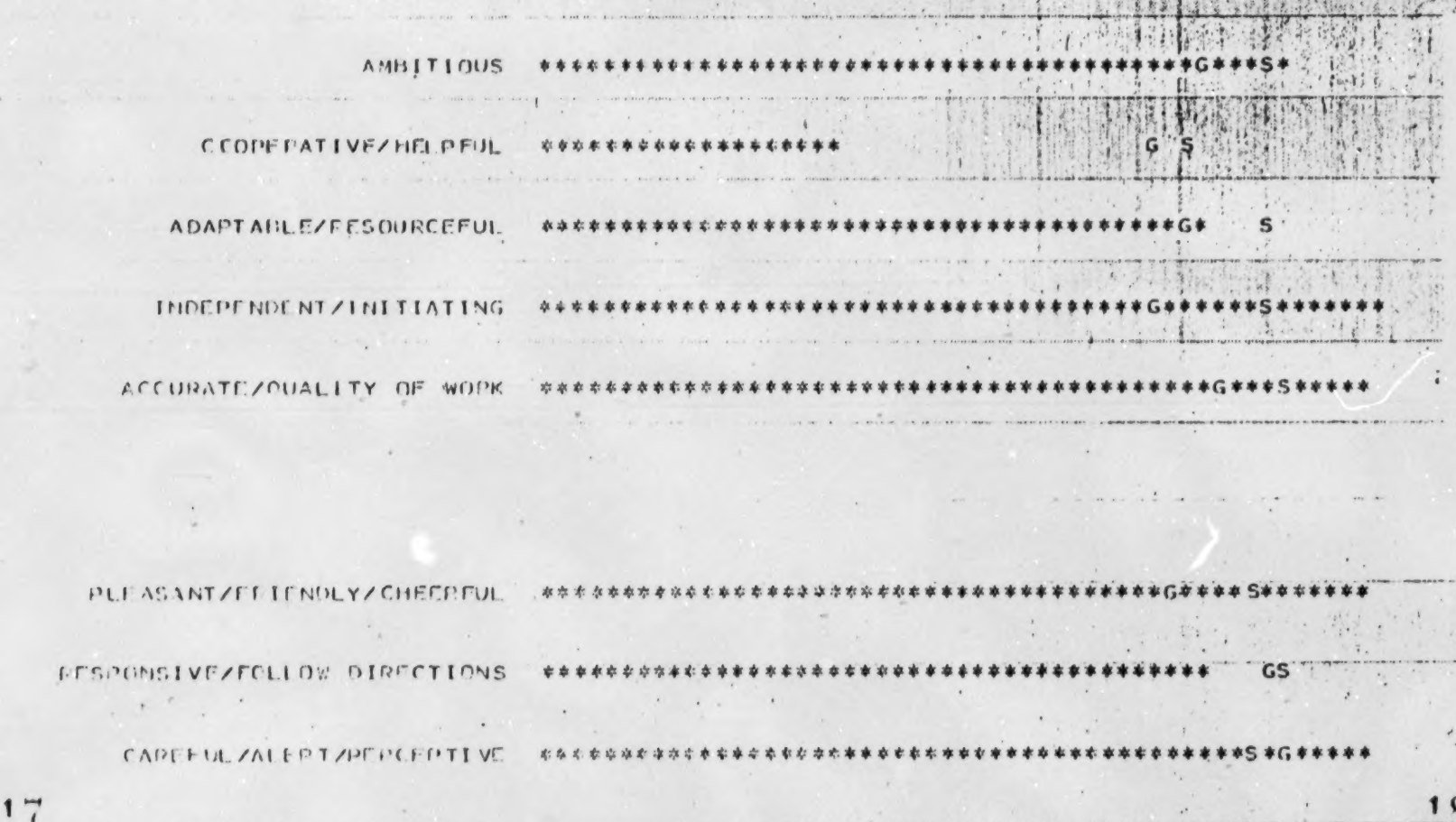
OCCUPATION	Dedicated/Devoted/Honest/Loyal/Conscientious	Efficient/Quantity of Work/Achieving/Speedy	Dependable/Punctual/Reliable/Responsible	Neat/Orderly/Personal Appearance/Manner	Persevering/Patient/Enduring/Tolerant	Emotionally Stable/Judgemental/Poised	Responsive/Follow Directions	Pleasant/Friendly/Cheerful	Careful/Alert/Perceptive	Accurate/Quality of Work	Independent/Initiating	Considerate/Courteous	Adaptable/Resourceful	Cooperative/Helpful	Ambitious
Sales	58	44	70	57	61	54	67	47	62	59	49	48	63	27	65
Mid-Management	60	38	60	70	71	42	57	41	66	47	37	49	77	30	61
Production	70	70	79	60	75	70	58	15	104	75	45	3	75	20	62
Agricultural Business	62	52	65	70	63	60	59	55	71	51	46	39	75	37	68
Agricultural Mechanics	48	37	57	53	45	49	58	48	71	35	39	22	69	18	50
Horticulture	54	50	68	61	65	46	70	58	74	68	46	37	72	37	66
Clerical	65	37	76	74	87	57	86	63	86	49	58	71	94	19	70
Secretarial	77	47	86	82	102	67	90	53	92	64	76	63	100	28	81
Accounting & Data Entry	70	40	71	73	85	55	78	45	75	54	60	57	88	20	72
Typing	35	29	15	-20	25	25	75	25	104	29	20	34	37	-9	32
Nursing	74	50	53	92	69	38	67	73	63	31	43	47	76	29	66
Community Health Aide	Insufficient Data														
Medical Emergency Tech	50	25	41	85	75	41	87	84	75	37	65	59	95	8	40
Dental	Insufficient Data														
Institution Management	60	19	82	85	56	72	93	74	91	45	73	63	93	20	65
Child Care	24	16	63	58	20	50	6	35	83	76	42	27	90	-10	22
Food	69	26	72	68	57	50	82	68	87	42	67	63	86	17	66
Clothing	50	33	50	50	50	50	33	50	50	16	50	50	66	50	60
Cosmetology	Insufficient Data														
Metalworking	56	22	67	72	83	36	67	71	78	47	62	49	77	19	55
Building & Construction	25	28	35	45	50	-4	46	44	50	20	15	25	52	18	32
Automotive	68	36	77	100	83	47	80	64	102	66	63	58	94	27	76
Electrical & Repair	62	27	57	65	60	43	65	60	78	37	43	41	88	14	56
Drafting	70	27	83	57	96	62	100	79	85	77	60	54	68	20	85
Supervisors	52	48	70	80	79	50	65	55	87	43	43	48	81	34	82

AFFECTIVE WORK COMPETENCIES
COMPETENCY/EVALUATION PROFILE
AUGUST 3, 1978

PAMELA A. TOWNSEND
SEDALIA COMMUNITY CENTER
SEDALIA, MISSOURI 65301

YOUR TOTAL SCORE: 402 MAXIMUM POSSIBLE: 400 GROUP AVERAGE: 374

FOR EACH CHARACTERISTIC: THE ASTERISKS INDICATE HOW MUCH OF THE ATTITUDE YOU HAD WHEN YOU COMPLETED THE INVENTORY. "S" CORRESPONDS TO THE LEVEL MEASURED FOR SUCCESSFUL WORKERS, AND "G" REPRESENTS THE AVERAGE LEVEL OF OTHER MEMBERS IN YOUR GROUP.



APPENDIX C